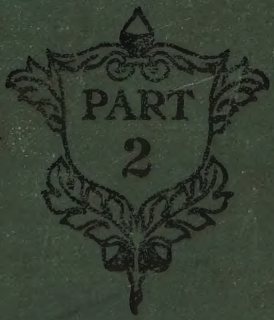
LONG'S NEW LANGUAGE EXERCISES



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ECLECTIC EDUCATIONAL SERIES

NEW
LANGUAGE EXERCISES

FOR PRIMARY SCHOOLS

Part Two

BY

C. C. LONG, PH. D.

NEW YORK ·:· CINCINNATI ·:· CHICAGO

AMERICAN BOOK COMPANY

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LONG'S LANG. EX. fl. NEW

E. P 54

INSTRUCTION in language often deals too much with the forms of sentences and too little with thought. Grammatical drill has little effect upon the correctness of every-day expression. The child should be continually engaged in forming exact ideas about objects of study, and in expressing them clearly and accurately. Language is a medium, merely, for the *expression of thought*, and it is important that its nature and purpose be kept in mind.

The value of the lessons in this book is to be sought in the habits of observation and reflection they teach, and in the practice they give in forming exact ideas, and in expressing them clearly. Things seen every day, pictures, choice stories, animals, letter-writing, etc.,—subjects upon which the thoughts of children exercise themselves spontaneously,—furnish material for these lessons.

The terms "noun," "verb," "adjective," etc., have been used for convenience, and not for the purpose of definition and minute grammatical classification. The children will soon become familiar with them and will use them properly, just as they use many other class words which they can not define formally.

Most of the exercises in this book have been subjected to the test of class use. It is believed that they will commend themselves to teachers who are seeking rational methods of instruction in language.

CINCINNATI, *October*, 1889.

SUGGESTIONS TO TEACHERS.

Oral Work.—Each subject should be discussed until the thought is perfectly clear.

Dictation.—This aids in teaching the correct use of capitals and punctuation. The exercise should not exceed forty words. It may previously be put upon the board and covered. First illustrate on the board the principles to be taught. Read the complete exercise once, and then dictate each sentence slowly. Finally, uncover the model on the board and let the pupils correct their own work.

Reproduction of Stories.—First place the unfamiliar words on the board, and teach their form, pronunciation, and use. Then read and discuss the story. Request one or more pupils to tell the story. Help by suggestions if necessary.

Pictures.—First use for a lesson in *description* by leading the pupils to tell: (1) what is represented; (2) the position of each object with reference to some important figure; (3) what each object is doing.

Then use as the basis for a *story*. (1) Children give titles and choose the best; (2) pupils ask questions about the picture, which are written upon the board; (3) rewrite these in logical sequence; (4) pupils write answers to the questions; (5) connect these answers to form a complete story.

Letter-writing.—In the lowest grades, models should be placed upon the board for the class to *copy*. Request pupils to write letters *similar* to the model. More advanced pupils should write from *topics* which they themselves suggest.

Memory Lessons.—Both poetry and prose are helpful. Selections may be studied from the board with assistance from the teacher. Occasionally a complete poem may be memorized by learning one stanza daily.

Criticism of Written Work.—Combine in one exercise the errors common to the class. Write this upon the board. Then rewrite, sentence by sentence, the pupils correcting the errors. With small children corrections may be made while they write.

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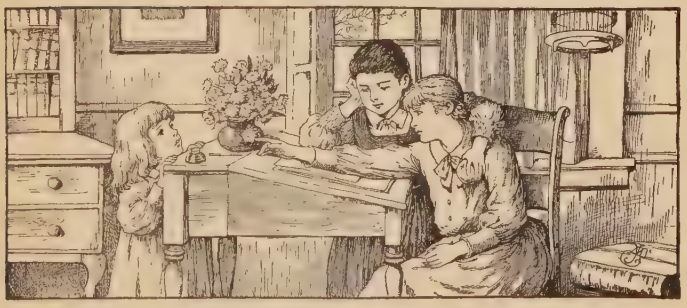
LANGUAGE EXERCISES.

THIRD READER GRADE.



THE SENTENCE.

Lesson 1.—*Think something about:*

an apple; a bird; the flowers on the desk.

Tell what you think.

Think of objects you saw while coming to school. Tell one thing about each object.

When you use words to tell what you think, you make a sentence; as, The apple is sweet.

Write a sentence about:

A horse; the sun; summer; some fruit which you like; an animal that can swim.

Lesson 2.—*Statements. Write statements about:*

your desk	the wind	a lamp
your slate	the snow	a picture

Lesson 3.—*Questions. Write questions about:*

your school	a book	a house
your knife	a horse	the cars

Lesson 4.—*The Command. Copy the following commands. Notice the use of the comma.*

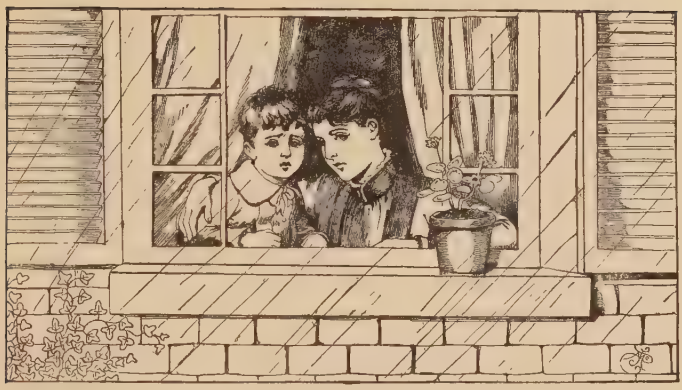
Lie down, Prince.
Hear what I say, sir.
Come, John, come quickly.

Give a command to a dog named Rover.
Give a command to a horse named Prince.
Make a request of a boy named Charles.

MEMORY LESSON.

Doing mean dishonest deeds
Ever leads to sorrow;
Short the pleasure won to-day,
Dark disgrace to-morrow.

Doubt not, doubt not, little sins
Are but the beginning;
Darker deeds do follow fast,
Deeper sorrow bringing.



Lesson 5.—*The Exclamation.*

A word or a sentence may express sudden feeling; as, See how it rains! Hurra! we have won. There! I have lost my book.

The mark (!) is called an *exclamation point.*

Write these sentences, using the exclamation point.

How hard it rains
What a cold day it is
Hark what is that?
How beautiful the roses are
There the bird has flown.

Lesson 6.—*Dictation Exercise.*

Ida, bring me your book.
Why are you so happy, O birdie?
Reindeer and seals live in cold countries.
Some ferns, mosses, and grasses grow near.
What beautiful sunsets we have!

PROPER AND COMMON NAMES.

Lesson 7.—Names like John, Cincinnati, Ohio River, are called *proper names*, or *proper nouns*.

Names like apple, tree, horse, are called *common names*, or *common nouns*.

A proper name begins with a *capital letter.*

Write sentences containing:

The name of a boy.
The name of this month.
The name of the nearest river.
The name of the State in which you live.
The names of the days on which there is no school.

Lesson 8.—*Dictation Exercise.*

John lives on Charles Street.
Coffee is brought from Brazil.
We sailed up the Hudson River.
New York is the largest city in the United States.
America was discovered by Christopher Columbus.

CHRISTIAN NAMES AND SURNAMES.

Lesson 9.—The name given to a person by his parents is called the *Christian* name.

The last name is called the *family* name or *surname*.

EXAMPLE.—Charles Dickens was a novelist.

The first name, Charles, is called the Christian name.
The last name, Dickens, is called the surname.

Write answers to these questions. Make each answer a complete statement.

What is your surname?
What is your Christian name?
What is your father's surname?
What is your father's Christian name?
What is your mother's Christian name?

INITIALS.

Lesson 10.—The first letter of a word is called the *initial* letter. We often write only the initial of a person's Christian name; thus, H. Rose for Harry Rose. J. Milton for John Milton. C. J. Walton for Charles John Walton.

Write your full name.
Write your initials.
Write your father's full name.
Write your father's initials.
Write the initial of your State.

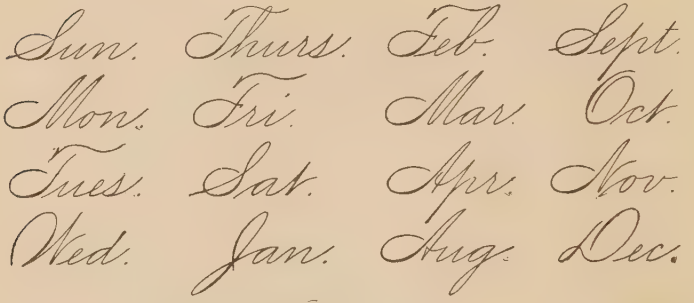
ABBREVIATIONS.

Lesson 11.—A short way of expressing a name is called an *abbreviation.*

Learn and write the following abbreviations.

Doctor.....Dr.	General .....Gen.
Esquire.....Esq.	Captain .....Capt.
President .....Pres.	Colonel.....Col.
Professor.....Prof.	Secretary.....Sec.
Reverend.....Rev.	Treasurer.....Treas.

Lesson 12.—The following are the abbreviations of the days and the months.



Write the words for which they stand.

Lesson 13.—*Dictation Exercises.*

I.

School begins at 9 o'clock A. M. and closes at 4 P. M.
Capt. and Mrs. Fay live at 112 Regent St.
St. James Chapel is on Forest Av.

II.

George Washington was the first President of the United States. He was born Feb. 22, 1732, and died Dec. 14, 1799.

III.

On Jan. 25, 1889, we visited an orange grove that belonged to Capt. G. W. Stone.

Our party was composed of Col. Jones, Dr. Small, the Rev. S. F. George, and Prof. C. H. Barnes.

What do "Capt.," "Col.," "Dr.," "Rev.," and "Prof." stand for? Write the words in full.

THE SEASONS.

Lesson 14.

Write the names of the spring months.
Write the names of the summer months.
Write the names of the autumn months.
Write the names of the winter months.

Lesson 15.—*The Seasons.** *Write complete answers.*

What return in spring? Do they build their nests? Where? Does the grass spring up? What flowers blossom in spring? Are we glad to see them? Who like to gather them? Are the fruit-trees white with blossoms?

In summer does the weather get warmer? Are the fields covered with grass and flowers? Are the trees in full leaf? Are the peaches and apples ripening?

In autumn is the yellow corn gathered in? Does the frost change the color of the leaves? What does the November wind do with them? Where do they all at last lie? Has Thanksgiving Day come?

In winter is the ground frozen hard? Where are the flowers? What covers the hills and what the ponds? What sports do the children enjoy? Do they begin to think about Christmas and Santa Claus?

---

*To the Teacher.—As a preparation for the written work, bring out, by easy, pleasant questioning all that the children know about each season,—what are the *signs* of its coming,—the differences in the seasons in *weather, length of days, vegetation, etc.*

NAMES: SINGULAR AND PLURAL.

Lesson 16.—A name may denote *one;* as, man, dog, hat.

A name may denote *more* than one; as, men, dogs, hats.

When names mean *only* one, they are in the *singular form.*

When they mean *more* than one, they are in the *plural form.*

Write these words in the plural form by adding s.

hill	wreath	parcel	petal
pond	tongue	eyelid	sailor
river	beggar	pebble	cupful
brook	meadow	pasture	spoonful

Write the foregoing words in sentences.

Lesson 17.—*Write these words in the plural form by adding* es.

ax	dish	dress	glass
box	wish	grass	match
fox	kiss	peach	potato
bush	brush	watch	church

Lesson 18.—*Write these words in the plural by changing* f *or* fe *to* ves.

leaf	loaf	beef	thief
half	life	wolf	shelf
wife	calf	knife	sheaf

Lesson 19.—When names end in *y* preceded by *a*, *e*, or *o*, add *s* to form the plural.

Copy the singular forms of the following names and write opposite each its plural form.

day	boy	valley	turkey	ray
key	toy	chimney	monkey	alley

Make these names plural by changing the y *to* ies.

city	pony	tidy	berry	army
lady	story	baby	cherry	study

Lesson 20.—Which of these words mean one? Which mean more than one?

ox	goose	foot	mouse
oxen	geese	feet	mice
man	child	tooth	woman
men	children	teeth	women

WORDS THAT DENOTE POSSESSION.

Lesson 21.—We write an apostrophe (') and (*s*) after singular names to denote possession; thus,

The boy's hat	The bird's nest
The girl's dress	The cat's claws

Write sentences containing the following:

The tree's leaf	The cow's head
The robin's egg	The scholar's book
The horse's tail	The squirrel's tooth

Lesson 22.—We write an (') only, after plural names ending in *s* to show possession; thus,

The boys' hats	The birds' nests
The girls' dresses	The cats' claws

Write sentences containing the following:

The trees' leaves	The cows' heads
The robins' eggs	The scholars' books
The horses' tails	The squirrels' teeth

Lesson 23.—We add an apostrophe (') and (*s*) to a plural name not ending in *s*, to show possession; as,

The men's coats	The children's toys
The women's bonnets	The geese's feathers

Write sentences containing the possessive plural forms of:

man **woman** **child** **ox** **geese**

ANOTHER USE OF THE APOSTROPHE.

Lesson 24.—Words made from one or more words by omitting a letter or letters, are called *contractions.*

Write the words for which the following contractions stand; thus, I'm is for I am.

it's	't was	he'll	had n't
I've	do n't	won't	would n't
we'll	does n't	did n't	ma'am

Lesson 25.—

I'd	she's	she'll	't will
I'll	can't	that's	they're
we'd	we've	has n't	there's

Do not say "I ain't," but "I am not"; not "they ain't," but "they are n't."

Contractions should be used sparingly, if used at all.

MEMORY LESSON.

Dare to be honest, good, and sincere,
Dare to please God, and you never need fear.

Dare to be loving and patient each day,
Dare speak the truth, whatever you say.

Dare to be gentle, and orderly, too,
Dare shun the evil, whatever you do.

Dare to speak kindly, and ever be true,
Dare to do right, and you 'll find your way through.

Lesson 26.—*Dictation Exercise.*

Are boys' coats made of wool?
I met the girl's mother.
There is Mr. Smith's house.
James's pony came from Ohio.
I rode Aunt Lizzie's horse.
The soldiers' camp is large.
Have you Charles's new sled?
Clara's birthday is Tuesday.
The boy has n't a book.
I think it is n't right.
Where there 's a will, there 's a way.

Isn't God upon the ocean,
Just the same as on the land?

WORDS USED INSTEAD OF NAMES.

Lesson 27.—*Write these statements.*

It is I.	It was I.
It is he.	It was he.
It is she.	It was she.
It is we.	It was we.
It is they.	It was they.

It was he and I.
It was James and I.

"I," "he," "she," "we," and "they" are words used instead of names. Such words are called *pronouns*.

Lesson 28.—*Fill each blank with one of these words:* **I, we, he, she, they.**

Who did that? It was .....
Was it ..... or .....?
I thought it was .....
If I were ..... I would go.
It could not have been .....
Who rang the bell? It was .....
Who are there? It is Nellie and .....

Lesson 29.—*Fill the blanks in each sentence with "you" and one of these words:* I, he, she.

You and ..... are of the same age.
..... and ..... have been to the brook.
..... and ..... came yesterday.
Are ..... and ..... of the same age?
Have ..... and ..... been to the brook?
Are ..... and ..... whispering?

Lesson 30.—*Dictation Exercise.*

Everything that lives, eats, feels, and can move about is called an animal. Anything that grows from the ground is called a plant. Anything that does not live, and is dug out of the earth, is called a mineral. Some minerals, such as gold, silver, iron, lead, and tin, are called metals.

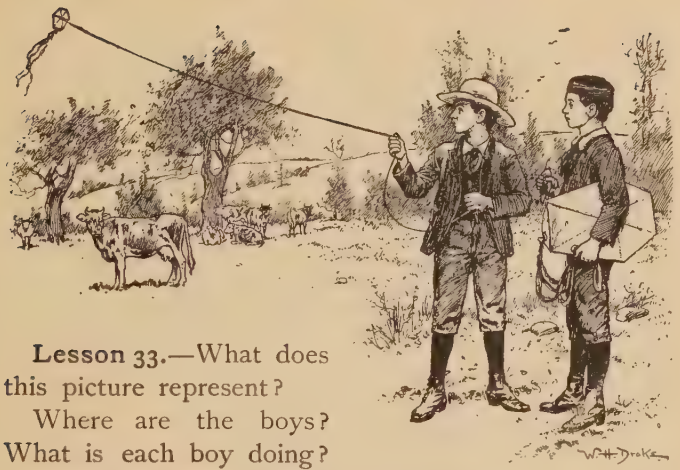
Lesson 31.—*Write answers in complete sentences.*

How does a plant resemble an animal?
How does a plant differ from an animal?
How does a mineral resemble a plant?
How does a mineral differ from a plant?
How does a mineral differ from an animal?

NEIGHBORHOOD STUDY.

Lesson 32.—*Write answers in complete sentences.*

In what town or city do you live?
Name some of the occupations of the people.
What animals are found where you live?
What grains are raised near where you live?
What vegetables are raised near where you live?
What fruits grow near where you live?
What trees grow in the neighborhood?
What berries grow in the neighborhood?
Write the names of three or more cultivated flowers.
Write the names of three or more wild flowers.
What animals are raised in this part of the country?



Lesson 33.—What does this picture represent?

Where are the boys? What is each boy doing? Do the boys seem to enjoy the sport?

What else do you see in the picture? What are the cows doing?

Write complete answers; thus,

A PICTURE.

This picture represents two boys with their kites. I think the boys are in a field because I see grass and trees in the picture. One boy is holding the string of his kite, which is high in the air. The other boy stands at his left, and has a kite under his arm. He is looking at the kite which his companion is flying. The boys seem to enjoy the sport very much.

Back of the boys are trees, under which are several cows. Some of the cows are standing, and some are lying down.

Close your books and write the description of the picture from memory.

Lesson 34.—*Hints for a story from the picture.*

What are the names of the boys? Why were they not in school last Friday? How did they spend the day? Who, do you think, told them they might fly their kites?

Who made the kites? What were they made of? Where did they go? Why? Would bushes or trees entangle the kites?

Was it a good day for flying kites? What kind of day is best? Would a calm, still day do? Did the kites fly well?

What did Ralph call his kite? Why?

What name did Charles give his kite? Why?

FLYING KITES.

Last Friday Charles and Ralph Brown had a holiday. The day was cool and their mother said they might fly their kites.

Charles had made the kites of sticks and pretty paper. So Ralph got a ball of strong string, and they went to a field where there were few bushes or trees.

It was a good day for kite-flying, for there was a clear sky and a mild, steady breeze. Soon Ralph's kite was high in the air. When the string was all out the kite looked like a speck in the sky.

"Let us give our kites names," said Ralph. "I'll call mine Eagle, because it soars so high, and it moves as steadily as a bird."

"And I'll call mine Comet. Its long tail makes me think of the comet we saw last year," replied Charles.

Write in your own words a story from the picture.

WORDS TO SHOW WHAT KIND.

Lesson 35.—The pretty bird sings.
The good child is playing.
A cross dog bites.

T.—What kind of bird is it? *P.*—A *pretty* bird.
T.—What kind of child is it? *P.*—A *good* child.
T.—What kind of dog is it? *P.*—A *cross* dog.

The words "pretty," "good," and "cross," tell the kind. Such words are called *adjectives.*

Use a word to tell some quality of these objects:

a rose	a pencil	a book	a knife
an orange	an apple	a pebble	a ribbon

Unite two or three answers in a thoughtful sentence; as,

A red, fragrant rose grew in the garden.

Lesson 36.—*Think of objects that have the quality named below, and describe them; thus,*

The river is large, but the brook is small.

mellow, hard	shallow, deep
clear, muddy	wide, narrow
heavy, light	fresh, stale
narrow, wide	polite, impolite
high, low	honest, dishonest
long, short	warm, cool
dull, sharp	sunny, cloudy
thick, thin	stout, slender
smooth, rough	feeble, strong

Lesson 37.—*Think of a particular "day," "tree," etc., so that you may describe a real object; thus,*

Last Monday was a warm, sunny day.

Use *cloudy, stormy,* in describing a day.
Use *old, barren,* in describing a fruit-tree.
Use *polite, agreeable,* in describing a girl.
Use *large, light, airy,* in describing a room.
Use *active, strong, brave,* in describing a dog.
Use *hard, smooth, round,* in describing a stone.
Use *truthful, wise, brave,* in describing a soldier.

Lesson 38.—*Use one or more words to describe:*

the claws of a cat	the tail of a horse
the coat of a dog	the feathers of a duck
the legs of a cow	the eyes and hair of a boy

WORDS THAT EXPRESS ACTION.

Lesson 39.—You can probably use the words in the first column correctly. The words in the second and third columns are often misused.

Recollect that *has*, *have*, or *had* should not be used before the words in the second column.

Write sentences which shall show that you know how to use the words in the second and third columns.

break*	broke	have broken
eat	ate	have eaten
give	gave	have given
take	took	have taken
throw	threw	have thrown
write	wrote	have written

Lesson 40.—*Sit and Set.*

Sit and *Set* are words which are often wrongly used.

Sit means to place one's self on a chair or other seat; as, Mary sits by the window.

Set means to put something in any place; as, He set the lamp on the table.

Explain why "sit" is used instead of "set" in the following sentences.

Sit on the chair.
Where shall I sit?
They sit in the shade.

---

*To the Teacher.—Break a stick and ask, What do I do? What did I do? What have I done? Let the answers be repeated several times, singly and in concert. Teach the other words similarly.

Explain why "set" is used instead of "sit" in the following sentences.

Set the glass down.
Where shall I set the basket?
He set the chair by the window.

Lesson 41.—*The following are forms of "sit" and "set." Write sentences showing their correct use.*

sit	sat	has sat	have sat
set	set	has set	have set

Will you sit with me?
I will sit in this chair.
The pitcher sits on the table.
Clara and Anna sit together.
Do the girls sit in the shade?

She set the pitcher on the table.
Did you set the vases on the mantel?
The girl set the tub in the corner.
Have you set the baskets on the floor?
Edith sets the table every morning.

Lesson 42.—*Complete the following sentences.*

Does the castor ..... on the table or on the shelf?
..... the chair near the window and ..... in it.
..... the lamp on the table. Let it ..... there.
You ..... the baby on the floor and she has ..... there for half an hour.

OUR WANTS.

Lesson 43. — *Write answers in complete sentences.*

When does the farmer plant seed?
What kind of seeds does he plant?
What does he do to the ground before planting?
What do plants need to make them grow?
In what climate do plants grow most rapidly?
Can we raise *all* kinds of plants? Why not?

Lesson 44. — *Write answers to these questions.*

Name some plants that supply us with food.
Name two plants from which clothing is made.
From what plants are shirts and collars made?
Does cotton grow in this part of the United States?
In what part of the United States does it grow?
Does flax grow in your State?
Name three kinds of wood from which furniture is made.
Which is hard wood? Which is soft wood?
Which do you think is the best for furniture? Why?

Lesson 45. — *Write answers to these questions.*

Name three useful metals.
Which is the most useful metal?
Name five articles made of it.
Which are called the *precious metals?*
What metals are made into money?
Name three beautiful articles made of metals.
How are metals usually obtained?
What is the occupation of digging minerals out of the earth called?

QUOTATIONS.

Lesson 46.—*Write these sentences.*

"Do you know a plant has parts?" asked Joe.

"Plants have a root, stem, and leaves," said Belle.

"Is a tree a plant?" asked Belle.

"The tree and the daisy are plants," replied Joe.

Notice the marks that are placed before and after what Joe and Belle said. They are called *quotation marks*.

Lesson 47.—*Dictation Exercise.*

"Whose slate have you?" said John.

"James's," replied Thomas.

"There are two slates here," said Frank.

"Their frames are broken," answered Thomas.

"Good-bye, little bird," said Grace as it flew away.

The teacher shook hands with Anne and said, "Good-morning. How do you do to-day?"

STORIES FOR REPRODUCTION.

Lesson 48.—*The Fox and the Grapes.*

A hungry fox saw some fine grapes hanging above his head. He tried for a long time to get them, but could not succeed.

"I have no doubt they are sour," said he, and went away.

What do you call a story of this kind? What is a fable?

Write in your own words the story of "The Fox and the Grapes."

Lesson 49.—*The Lion and the Mouse.*

A lion lay down to rest under a shady oak. While he slept a mouse ran over his face and waked him. The lion laid his paw on the mouse and was about to kill him in anger. But the mouse begged so hard for his life that the lion let him go.

Not long after, the lion was caught in a net. The mouse, hearing his roars, came and gnawed the ropes and set the lion free.

What does this story teach? Are not the strong often dependent upon the weak?

Write the story of "The Lion and the Mouse."

TO THE TEACHER.—Oral reproduction should precede the written. The children should be able to tell the story well before they are asked to write it.

Lesson 50.—*Ella and her Kitten.*

Of what is this a picture?

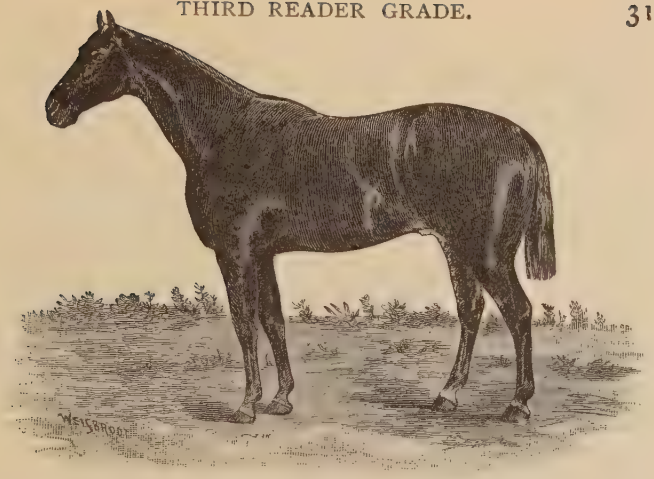
Where is Ella sitting? What is she doing? Where is the kitten?

What is sitting in front of Ella? What are on the floor near her?

Write a description of the picture.

Write answers to these questions. Make each sentence complete.

What has the little girl in her lap? What covers its body? (Use "soft" and "white" in describing it.) What do we call its feet? What will we call the kitten when it is older? What relation is the large cat to the kitten? What do you think the girl is saying to the kitten? How does it keep itself clean? Of what use will it be when it is older?



Lesson 51.—*The Horse.*

tapering head	long and flowing tail
arched neck	long, slender body
flowing mane	slender legs

Would you like to own a horse? What kind of a one would you choose? (*work-horse, carriage-horse, race-horse.*) What *color* would you like best? (black, white, bay, brown, sorrel, chestnut).

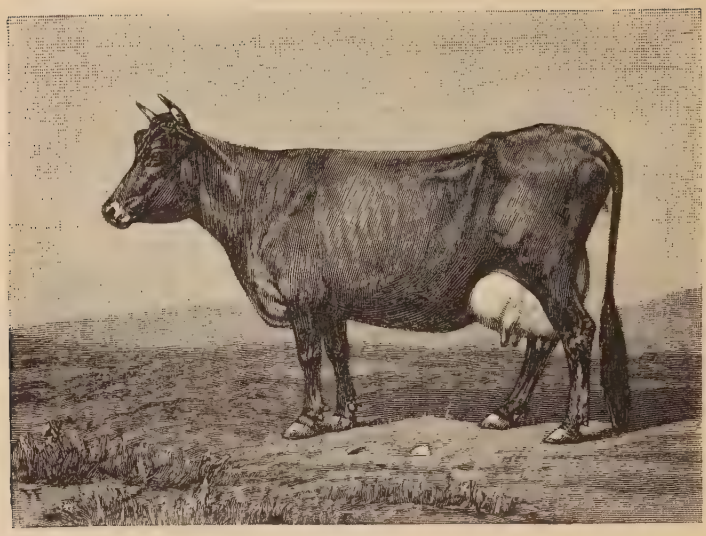
Must he possess *beauty?* Describe his head, neck, mane, and tail.

Do you care for *great speed?* What kind of body should he have? What kind of legs?

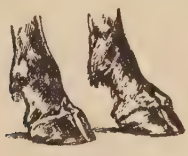
What would you give him to eat? Where would you keep him?

Write a description of the horse you would like to own.

What is the meaning of: a span of horses; a pair of horses; a team of horses?



Lesson 52.—*The Cow.*



stout, clumsy body
coarse hair
broad head
curved, hollow horns
short, strong legs
foot called a hoof
in two parts called a cloven hoof
long tail with tuft of hair at the end.

What shape of body has the cow? With what is it covered? What shape of head has the cow? Describe the horns. Describe the legs. Her foot is called what? Why called cloven? Describe the tail.

What does the cow eat? Of what use is the cow?

Write a description of the cow.

Suppose you saw footprints of the horse and cow, how should you know them?

Lesson 53.—*The Hen.*

small head	short, stout legs
short, pointed bill	straight toes
short, strong neck	with blunt nails
heavy body	insects, grains
covered with feathers	scratches for food
short, weak wings	eggs, flesh, feathers

Of what is this a picture?

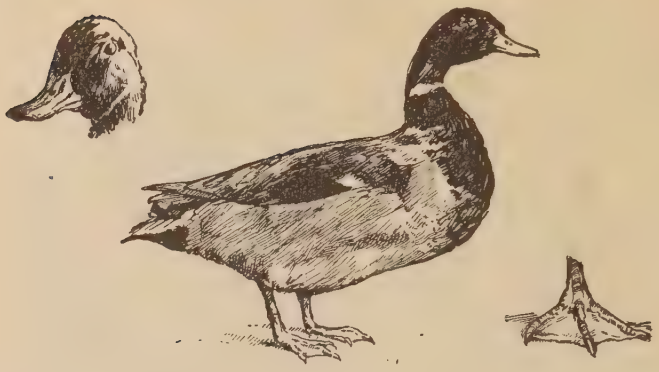
Describe the head, bill, neck, body, wings, and legs of the hen.

How many toes has she on each foot? How many toes point forward on each foot? How many backward? Describe the toes.

What does the hen eat? How does she get her food? Of what use is the hen?

Write a description of the hen.

To the Teacher.—Present the object or picture. The beak and feet can always be presented.



Lesson 54.—*The Duck.*

What is the name of this bird? Of what shape is its body? With what is the body covered? How is the skin of the duck protected from moisture?

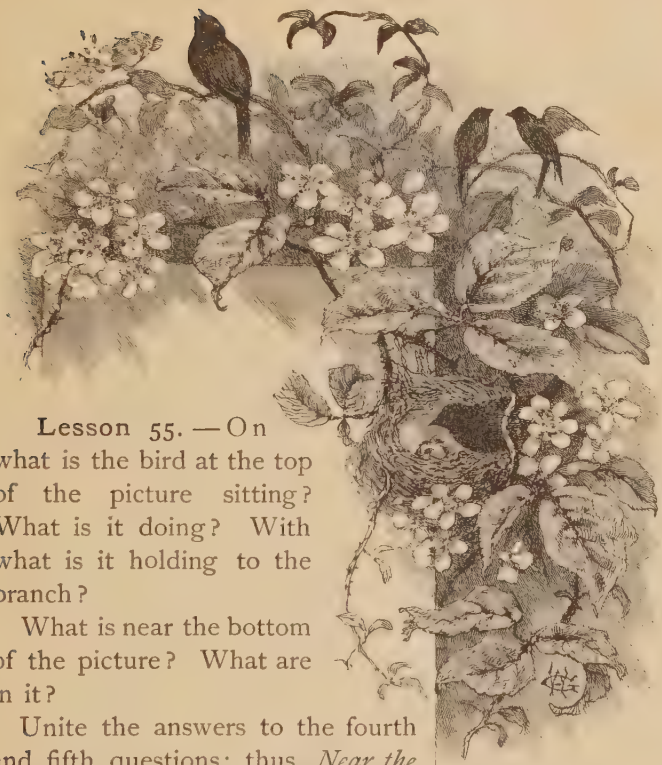
What kind of bill has the duck? Legs? Where are the legs placed? Describe the feet.

What does the duck do? On what does it largely feed? Why is the duck useful to us?

Write a description of the duck.

MEMORY LESSON.

A man of kindness to his beast is kind,
But brutal actions show a brutal mind;
Remember He who made thee, made the brute;
Who gave thee speech and reason formed him mute.
He can't complain, but God's all-seeing eye
Beholds thy cruelty and hears his cry—
He was designed thy servant, not thy drudge;
And know that his creator is thy judge.



Lesson 55. — On what is the bird at the top of the picture sitting? What is it doing? With what is it holding to the branch?

What is near the bottom of the picture? What are in it?

Unite the answers to the fourth and fifth questions; thus, *Near the bottom of the picture is a nest in which*, etc.

What is on the edge of the nest? What do you think she intends to do? What does she give them to eat?

Is not a bird's-nest full of young birds a pretty sight? Is it not cruel to rob a bird's-nest?

Complete this sentence.

Birds ..... happy ..... tuneful, ... make us ..... with ..... cheerful .....

Lesson 56.—*Write the story of this poem in prose, as in the model below.*

THE GIRL AND THE ROBIN.

There came to my window
One morning in spring,
A sweet little robin;
She came there to sing.
And the tune that she sang,
It was prettier far
Than ever was heard
On the flute or guitar.

Her wings she was spreading
To soar far away;
Then resting a moment,
Seemed sweetly to say,
"Oh happy, how happy
This world seems to be!
Awake, little girl,
And be happy with me!"

THE GIRL AND THE ROBIN.

One morning in spring a sweet little robin came to my window to sing.

No one ever heard, on flute or guitar, a prettier song.

She spread her wings to fly away. Then she stopped for a moment, as if she would speak to me. "Wake up, little girl," I thought she said, "All the world is happy. Wake up, and be happy with me."

Write the story of "The Girl and the Robin" in your own language.

Lesson 57.—Sitting on the floor; in his left hand holds a block, while with his right about to place one on his castle, which is at his side; five blocks lie on the floor in front of him.

Do you think the boy is having a happy time?

This picture represents a little boy playing with blocks.

Where is the boy? What has he in his left hand? What is he doing with his right hand? Where is the castle? What lie on the floor? Are they behind him?

Ask a question about the boy.

Write a description of the picture.

Lesson 58.—*Harry at Play.*

When Harry was four years old, his sister gave him a box of blocks. As soon as he got the blocks he went to his room to play.

Harry sat on the floor and made a house with a tower on the top, and steps coming down to the floor. He called the house his castle.

Soon his sister came into the room. "Oh, Minnie," said Harry, "see my pretty castle. Doesn't it look like the one we saw in the picture?"

Just then down went the castle, tower, steps, and all, with a crash. The blocks were scattered all over the floor.

Harry and Minnie laughed heartily over the mishap, and then went to work to build it up again.

After reading the story carefully, write it from memory.

Lesson 59.—*Perseverance.*

Soon after a snow-storm, a little boy began to shovel a path through a great snow-bank before his grandmother's door. He had nothing but a small shovel to work with.

"How do you expect to get through that drift?" asked a man passing by.

"By keeping at it," said the boy cheerfully.

"By keeping at it" is the secret of mastering almost every difficulty.

Read the above story carefully, then write it in your own words.

If by easy work you beat,
  Who the more will prize you?
Gaining victory from defeat—
  That's the test that tries you!

Lesson 60.—*A Southern Country.* Write an imaginary description of a country where snow is unknown. Think of Florida, Cuba.

Lesson 61.—Frank and Alice are trying to teach Fido to read.

Where is Alice? What has she in her left hand? What is she doing with her right hand? Where is Frank? What has he in his right hand? Where is Fido? What is he doing?

Does Fido look into Alice's eyes, as if he were trying to understand what she is saying?

Write a description of the picture.

Lesson 62.—Write a story about the picture. Call your story "Teaching Fido to Read." Call the boy and girl by names that you like.

What are Frank and Alice trying to do? What is Frank saying? What is Alice saying? Does Fido know what Alice wishes him to do? Is she telling him again? What do you think Fido will say by and by?

Does Frank sometimes spend hours training Fido? Has he taught him several tricks? Can Fido sit up as well as any one can? Can he walk on his fore legs? On his hind legs? Can he dance? Can he also play ball with the boys? Do Frank and Alice have many a merry romp with Fido?

Lesson 63.—*The Blacksmith.*

What place does the picture represent? What do you call the man who works here? What tools does a blacksmith use? (anvil, hammer, bellows, vise.) Name some things he makes. What does he lay the iron on when he pounds it? Is the iron hot or cold? Why is it heated? What animals are shod by the blacksmith? Does it hurt horses to have their feet shod?

Use "strong" to describe the blacksmith's arms. Use "large" and "hard" to describe his hands.

Lesson 64.—*The Wise and the Foolish Squirrel.*

Two little squirrels, a red and a gray one, lived in the same wood. The gray squirrel was a very busy fellow, and gathered all his nuts in the fall, and laid them by for winter. But the red squirrel ran about in the sunshine, and had a merry time springing about in the

trees. It was all very well till winter came. Then the little red squirrel had to go to the gray one and beg a little food. "Ah!" said the gray squirrel, as he gave him some, "next fall you will be much wiser, will you not?"

Tell the story in your own words.

Write the story of the two squirrels.

Lesson 65.—*The Clouds.*

If you will observe the clouds for a few days you will find much to say in answer to these questions:

Think of the colors of the clouds.
What colors have you seen?
Were they bright colored at sunset?
Why are clouds often called fleecy?
What kind do you think are very beautiful?
Of what are clouds made?
Do clouds send rain down to refresh the thirsty earth, the plants, and all living creatures?
In the hot summer days do they protect us from the great heat of the sun?

Lesson 66.—*The Clouds.*

On the grass in the meadow a little boy lay
With his face turned up to the sky;
And he watched the clouds as far away
They lazily floated by.

"I love you, clouds," the little boy said,
"You look so pretty and white;
And you keep the sun from my face and head
When he shines too fierce and bright."

"Sometimes you look like a flock of doves
Flying far, far away,
Or feathers plucked from their downy breasts,
Or little white lambs at play.

"Sometimes you look like the sails of a ship,
With the blue sky for the sea.
I am lonely, clouds, and I love you so!
Do come and play with me."

The white clouds heard as they floated by,
And they thought they would like to go
And play a while with the little boy
Who seemed to love them so.

So they gathered thickly over his head,
And before he looked again
The little clouds came tumbling down
In a pelting shower of rain.

The thirsty buds and the drooping flowers
Were glad that the shower had come;
But the little boy jumped to his feet and ran
As fast as he could for home.

Next day the little boy looked again,
And said as the clouds sailed by:
"I love you, clouds, but I love you best
When you stay away up in the sky."

A stanza is one of the parts of a poem. How many stanzas in this poem?

Each line begins with what kind of letter?

Tell the story of the poem in your own words, as briefly as possible.

Write the story in your own words, without using quotation marks.

Lesson 67.—*Rain.*

Of what are clouds made? How do they get into the sky? What is formed by the rain? When these little streams unite what do they form? What becomes of the water that runs into the ocean? Does any of it come back to us?

In summer what happens when several weeks pass without rain? Is not the rain most welcome then? Does it not refresh the scorched and withered grass and flowers? Is not the air made fresh? Ought children to fret at the interruption of outdoor play by the rain?

LETTER-WRITING.

Lesson 68.—*Copy this letter. Notice the position, capitalization, and punctuation of the different parts.*

Erie, Pa., Dec. 9, 1890.

Dear Cousin Frank:—

I am so glad that you are to spend your vacation with me. What fun we shall have.

Father has promised me a new sled and a pair of skates.

If the weather is cold, we will have a fine time coasting and skating.

Do not fail to come. I will meet you at the station.

Your loving cousin,

Edwin.

Lesson 69.—*Write the following letters, filling the blanks with the proper words.*

____ ____ ____ ____ ____

Dear Mamma:—

I will tell you how all is going on at home. Papa says he thinks I keep the house tidy.

Every morning I dress sister Mabel. Before I begin to practice on the piano, I sweep the porch and help Mary with the dishes. The vase on the mantel is always kept full of fresh flowers.

Aunt Maggie called last evening to inquire about you. She wishes you a pleasant time.

With love from us all, I am

Your affectionate daughter,

_____

____ ____ ____ ____ ____

Dear Sister:—

I arrived here this morning about nine o'clock. The train was nearly an hour behind time. I found cousin Albert here, who has come to spend his vacation. He and I are already the best of friends.

To-morrow, cousins Albert, Clarence, Alice, and I will gather blackberries that grow about half a mile from the house. The next day we expect to fish in the little streams near uncle's farm. Alice has offered me the use of her pony whenever I wish to ride, so you see I shall have a nice time this summer.

Give my love to all and kiss baby for me.

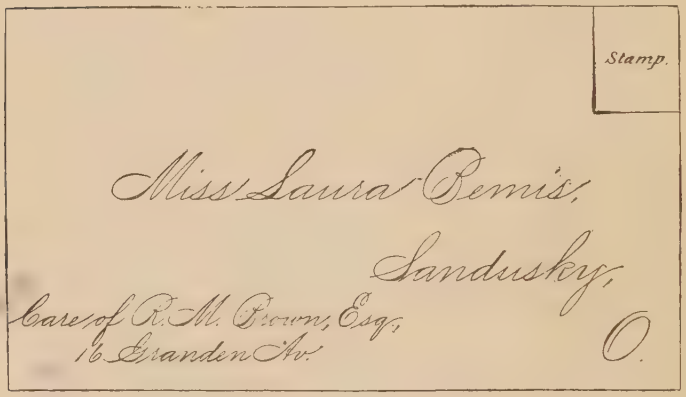
Your loving brother,

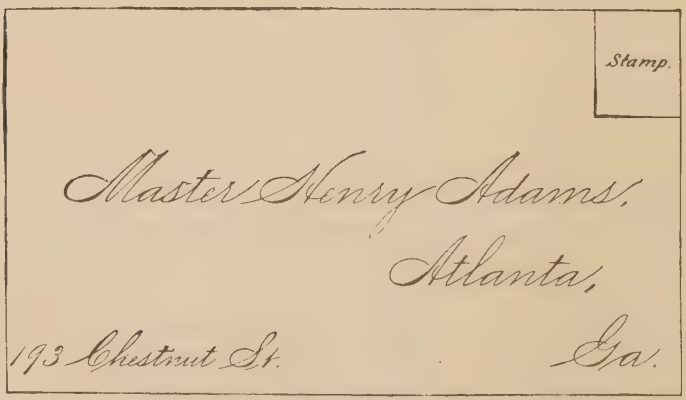
_____

Lesson 70.—*Superscription.*

The address on an envelope is called the *superscription.*

Copy these superscriptions and notice the form.





EXERCISES IN LETTER-WRITING.

Lesson 71.— *In the following write the very best letter you can, in a neat, legible hand, free from blots, and with words correctly spelled. Sign your name plainly. Leave a small margin on the left side of the page.*

Write a short letter in answer to an invitation to spend your vacation with your uncle, Mr. Thos. S. Fields, on his farm, near Louisville, Ky. Thank him for his kind invitation, and inform him that your father has promised to let you visit him, if you study industriously. Tell him you expect a pleasant time with aunt and cousins. Ask him whether the ponies are fat and well, as you expect to ride and drive them. Tell him what time you will leave home. Say that your father and mother wish to be remembered kindly, and desire you to invite him to come and visit them.

Write a letter to your teacher telling how you spent the interval between Friday and Monday.

Write a letter to a friend inviting him to spend next Saturday with you. Tell him that if the coasting is good you will have great fun with your new sled; that your mother says you may spend the afternoon skating on the pond, which is covered with hard, smooth ice.

Write a note accepting this invitation. State about what time you will come. Say you will enjoy the coasting and skating very much.

Write to a friend telling how you spent Christmas—the first thing that happened in the morning—whether you hung up your stocking the night before—presents received, given, from whom, and to whom—where you took dinner, and spent the day.

Lesson 72.—*Write the following letter in your own words. Address it to your grandmother, and sign your name.*

Dear Grandma, I will try to write
A very little letter;
If I don't spell the words all right,
Why, next time I'll do better.

My little rabbit is alive,
And likes his milk and clover;
He likes to see me very much,
But is afraid of Rover.

I've got a dove as white as snow,
I call her "Polly Feather";
She flies and hops about the yard
In every kind of weather.

The hens are picking off the grass,
And singing very loudly;
While our old peacock struts about
And shows his colors proudly.

I think I'll close my letter now,
I've nothing more to tell;
Please answer soon, and come to see
Your loving little Nell.

FOURTH READER GRADE.

FORMS OF NOUNS.

Lesson 1.—Nouns usually have four forms, two for the singular, as *boy, boy's;* two for the plural, as *boys, boys'*.

Use the forms of these nouns in sentences.

child	child's	children	children's
man	.....	.....	.....
woman	.....	.....	.....
pony	.....	.....	.....
calf	.....	.....	.....
goose	.....	.....	.....

Write the four forms of these nouns.

fly, fox, baby, thief, knife, mouse, lady.

Lesson 2.—*Change these sentences so that each shall contain a word in the possessive form.*

The coat *of the boy* is soiled.
The *boy's coat* is soiled.

The wing *of the eagle* is strong.
The mane *of the lion* is shaggy.
The foot *of the horse* is tender.
The teeth *of the dog* are sharp and strong.
The eyes *of the children* are very bright.
The names *of the men* have been erased.
He asked the advice of a lawyer.
The brother of Charles has come. (Charles's.)
Are the wings *of the butterflies* pretty?

Lesson 3.—*Dictation.*

I.

Abraham Lincoln's education was simple. He read few books, but mastered all he read. Bunyan's *Pilgrim's Progress*, *Æsop's Fables*, and the *Life of Washington* were his favorites.

II.

Henry Wadsworth Longfellow, the distinguished American poet, was born in Portland, Maine, Feb. 27, 1807. He died March 24, 1882.

WORDS USED INSTEAD OF NOUNS.

Lesson 4.—*Copy these statements.*

He and I study.	You and I play.
She and I read.	You and she sing.

You, Alma, and I came early.

John and I were late.
Edward and he have come.
Clara and she are here.
Harry, Frank, and I will go.

You should say "He and I," and "She and I"; not "I and he," and "I and she."

Lesson 5.—*Copy these statements. They show the correct use of me, him, her, us, and them.*

Charles called me.
He called him and me.
He called Clarence and me.
She came with me.
She came with Ella and me.
Clara spoke to Fred and me.
You asked Maud and me to come.
She walked with Mr. Jones and me.
She divided the apples between Frank and me.
Will you sit between Laura and me?

WORDS THAT DESCRIBE, OR ADJECTIVES.

Lesson 6.—*Use each of these words to describe some object as to* form *or* size; as,

The hoop is round. Some windows are square.

long	thin	big	flat
short	thick	little	heavy
wide	slender	wee	straight
broad	high	deep	round
narrow	tall	shallow	square

Lesson 7.—*Use these words in describing boys and girls that you know.*

EXAMPLE: A kind boy. A manly boy. A thoughtful boy.

My companion is a kind, manly, thoughtful boy.

kind	pale	manly	careless
rude	brave	selfish	agreeable
cruel	polite	slender	thoughtful
sullen	honest	delicate	lady-like

Lesson 8.—Which of the following words might describe a song? a fire? a river? a path? a day? the sky? ice? baby's eyes?

EXAMPLE: A smooth river. A clear river. A winding river.

A smooth, clear, and winding river wound its way through the valley.

wet	clear	bright	fleecy
cold	large	stormy	gloomy
hard	warm	dreary	winding
blue	white	narrow	graveled
long	sweet	smooth	transparent

Lesson 9.—*Think of a tree you have seen, and describe it.*

Where is it?
Is it an oak, elm, beech, birch?
Is it large, tall, high, small, low?
Is the bark smooth or rough?
In winter bare or barren?
In spring, beautiful foliage (branches, leaves).

Use *bending*, *graceful*, in describing its motion when blown by the wind.

In summer affords *shade* when tired, weary.
When did its leaves put on bright colors?

Complete these sentences: The woodman's ..... shall .... it down. It ..... been my shelter ..... sunshine ..... storm. ..... protect ..... now ..... those ..... would injure or destroy it.

Lesson 10. — *Write sentences containing the following words.*

Use the words in the second column when you speak of *two* things; and the words in the third column when you speak of *more than two things;* thus,

John is a large boy.
Henry is larger than John.
Charles is the largest boy in the class.

large	larger	largest
big	bigger	biggest
long	longer	longest
small	smaller	smallest
light	lighter	lightest
young	younger	youngest
heavy	heavier	heaviest

Write three sentences about pictures, using *pretty, prettier, prettiest.*

Write three sentences about paper, using *thin, thinner, thinnest.*

Write three sentences about apples, using *red, redder, reddest.*

Write three sentences about peaches, using *juicy, juicier, juiciest.*

Write three sentences about girls, using *happy, happier, happiest.*

Lesson 11.—*Fill the blanks as indicated.*

beautiful	more beautiful	most beautiful
truthful	..... truthful	..... truthful
studious	..... studious	..... studious
faithful	..... faithful	..... faithful
obedient	..... obedient	..... obedient
generous	..... generous	..... generous

Write sentences containing the above words.

Lesson 12.—*Write sentences to show that you can use the following words correctly.*

good	better	best
little	less	least
bad or ill	worse	worst
far	farther	farthest

Lesson 13.—*Fill blanks in these sentences.*

The people of England speak the ..... language.
The ..... language is spoken in Holland.
In Spain they read the ..... language.
In France the people write the ..... language.
A party of Swedes sang ..... songs.
The ..... people live in Scotland.
The ..... language is spoken in Italy.

We should guard against the inappropriate and extravagant use of descriptive terms.

"Just too lovely for anything," to express what is simply pleasing; "as tired as I can be," for ordinary fatigue, and similar exaggerations, should be avoided.

WORDS THAT EXPRESS ACTION, OR VERBS.

Lesson 14.—Much care is necessary to avoid error in the use of the following words.

Three forms of each word are given. Be careful in conversation and in writing, that you use *have*, *has*, or *had* only with the third form.

begin,	began	begun	ring	rang	rung
choose	chose	chosen	rise	rose	risen
do	did	done	teach	taught	taught
draw	drew	drawn	wear	wore	worn
freeze	froze	frozen	wring	wrung	wrung

Think of a game and give a sentence about it, using the first form, *choose;* the second form; the third form.

Think of an exercise in school and give a sentence about it, using the first form, *draw;* the second form; the third form.

Make sentences about your kite, using the three forms of *rise*.

Make sentences, using the three forms of *do;* the three forms of *freeze;* the three forms of *teach*.

Lesson 15.—*After careful study of the following words, write sentences showing their correct use.*

lie	lying	lay	lain
lay*	laying	laid	laid

Errors are frequent in the use of *lie* and *lay*. *Lay* is often used for *lie*, and *lie* is sometimes used for *lay*.

To lie means to place one's self in a horizontal position; as,

Lie on the lounge, James.
He lay there an hour.
The cat lies by the fire.
It has lain there all day.
The cows are lying in the shade.
They have lain there since morning.

To lay means to put or place (something); as,

Lay the slate on the desk.
He laid the slate on the desk.
The bird has laid five eggs.
She had laid three eggs last week.
The masons lay the brick with care.
They laid the new walk yesterday.

---

*To the Teacher.—Lay a book on the table and ask, What do I do? What did I do? What have I done? Lay your right hand on your left and repeat the questions. Require the children to perform the actions, and question as before. Use the words to describe actions seen in the school-room.

WORDS THAT SHOW HOW, OR ADVERBS.

Lesson 16.—Birds fly *swiftly.*
The horse walks *fast.*

Teacher.—Which word tells what birds do?
Pupil.—The word *fly.*
Teacher.—Which word tells *how* they fly?
Pupil.—The word *swiftly.*
Teacher.—What does the horse do?
Pupil.—The horse *walks.*
Teacher.—Which word tells *how* he walks?
Pupil.—The word *fast.*

Lesson 17.—neatly kindly gently pleasantly
angrily wisely noisily honestly

Use one of the preceding words to tell:

How your friend dresses.
How the cross driver spoke.
How the boy spoke to his sister.
How the father advised his son.
How the mother lifted her sick child.
How the rough boy packed his books.
How the teacher addresses her pupils.
How the merchant deals with his customers.

Tell how something took place:

In the school-room.
In a game of ball.
In painting a house.
In walking along on a dark night.

Lesson 18.—*Dictation.*

"Why do you grow by the roadside, dear?
It is all dust and sand;
Come to the violet's shady nook,
Or join the May-flower's band."

But the daisy said: "The violet's place
Is better for her, you see;
And the May-flower's place is better for her;
And mine is the best for me."

WORDS THAT SHOW WHEN, OR ADVERBS.

Lesson 19.—John studies *now.*
Clara came *early.*

Teacher.—What does John do?
Pupil.—John *studies.*
Teacher.—What does the word "now" tell?
Pupil.—"Now" tells *when* he studies.
Teacher.—What did Clara do?
Pupil.—Clara *came.*
Teacher.—What does the word "early" tell?
Pupil.—"Early" tells *when* she came.

Write sentences containing these words.

soon	last night	next week
to-day	after school	at midnight
yesterday	in the morning	at three o'clock
to-morrow	in the evening	a few weeks ago

WORDS THAT SHOW WHERE, OR ADVERBS.

Lesson 20.—Charles sits *here.*
Mary stands *there.*

The words *here* and *there* tell *where* actions are done.

Write sentences containing these words.

here	on the table	in the field
there	in my hand	three miles away
up-stairs	in the attic	over our heads
down-stairs	into the water	against the wall.

ENLARGING SENTENCES.

Lesson 21.—We may enlarge the sentence "The bird flies" by adding a word or phrase to the word "bird"; thus,

The *wild* bird flies.
The bird *with the long wings* flies.

Enlarge the following sentences by filling each **blank** *with a suitable word or phrase.*

The ..... man lives in a cottage.
The ..... fish were caught in a net.
The ..... boy was severely punished.
Does the ..... light hurt your eye?
The tree ..... has been blown down.
Are the leaves ..... withering?
The bell ..... rings loudly.
The carpet ..... has bright colors.
A boy ..... always tells the truth.

Lesson 22.—We may further enlarge the sentence by adding a word or phrase to the word "flies"; thus,

The bird flies *swiftly.*
The bird flies *in the air.*

Enlarge each sentence by filling each blank with a suitable word or phrase.

The dog barks .....
The wind blows .....
The fire burns .....
Did the mothers speak .....?
Do the clouds move .....?
The lambs play .....

Lesson 23.

1. *The children sat:* how? where? when?

In the evening the children sat quietly on the doorstep.

2. *A clock stopped:* what kind? how? when?

An old clock stopped suddenly one summer morning.

3. *I can hear:* what? when? from where?

All night long I can hear the noise from my window.

By a change in the order of the parts we may have the following sentences:

The children, in the evening, sat quietly on the doorstep.

One summer morning, an old clock stopped suddenly.

I can hear, all night long, the noise from my window.

Lesson 24.— *Enlarge each sentence in this exercise by adding words and phrases.*

The fishes swim: how? when? where?

The boys play: what? when? where?

The snow falls: what kind? how? from where?

The children study: what? how? when? where?

We shot some birds: what kind? when? where?

The wind whistles: in what season? what kind of wind? how? through what?

Bees gather: what? when? from what? for what?

Re-write each sentence, changing the order of the parts. Which arrangement gives the most pleasing expression?

WHO OR WHICH.

Lesson 25.—I see the man who sings.
He fed the horse which was hungry.
She mailed the letter which I wrote.

How is *who* used? How is *which* used?

Fill the blanks: We use ..... for persons, and ..... for animals or things.

Write three statements showing that you know how to use the word "who" correctly.

Write three statements showing that you know how to use "which" correctly.

How can you tell when to use "who," and when to use "which"?

WHO OR WHOM

Lesson 26.—*Copy the following sentences, filling the blanks with the word "whom."*

Of ..... did you speak?
To ..... did you send the book?
With ..... were you singing last evening?
From ..... did you receive the present?
..... did you see at the church?

Write questions for the following answers.

I went with Mary. (With whom did you go?)
I spoke to Jane and Ann.
We saw her brother Harry.
He was speaking of Mr. Jones.
I received a present from my father.

Lesson 27.—*Combine each of the following sets of statements into one sentence; thus,*

1. I saw a man.
   The man was sitting on the platform.

   I saw a man who was sitting on the platform.

2. That little dwelling is the home of the honey-bee.
   You may see such a dwelling in the garden.

3. Tea is the dried leaf of a shrub.
   This shrub grows chiefly in China.
   It is an evergreen.

4. Cotton is a soft, white substance.
   Cotton grows in the seed-pod of a plant.

5. It is gathered from the pod (after).
   It is cleaned out from the seed.
   It is sent to the manufacturer.
   The manufacturer makes it into thread or yarn.
   He then makes it into cloth.

6. Wool is obtained from the fleece of the sheep.
   It is shorn from the animal in summer.

7. It is picked, sorted, and cleaned.
   Then it is delivered to the comber.
   The comber draws out the fibers.
   The comber straightens it.
   The comber prepares it for the spinner.

8. The chief manufacture of wool is cloth.
   Cloth is much worn for outer clothing.

INCORRECT EXPRESSIONS.

Lesson 28.—*At* and *to* are little words, but they are often misused. We frequently hear persons say, "Where is it at?" "Where are you going to?" for

Where is it?
Where are you going?

The following are very common errors which we should be careful to avoid.

"have got" for "have"	"guess" for "think"
"good" for "well"	"has got" for "has"
"shan't" for "shall not"	"funny" for "queer"
"going to go" for "going"	"these kind" for "this kind"
"expect" for "suppose"	"those sort" for "that sort"
"learns" for "teaches"	"good ways" for "long way."

The following sentences show the correct use of the words.

I have a pen.	I think he is at home.
I sleep well.	George has my pencil.
I shall not go.	This plant has a queer leaf.
Are you going?	This kind of flowers is rare.
I suppose he has gone.	That sort of apples is sour.
He teaches me to sing.	They live a long way from here.

Write sentences showing that you know the difference between:

mad and vexed	learn and teach
guess and think	funny and queer
expect and suppose	between and among.

Lesson 29.—*Words of similar sound.*

Write sentences containing the following words.

beat	break	coarse	heard	pain
beet	brake	course	herd	pane
berry	capital	grate	knot	principal
bury	capitol	great	not	principle
bough	cellar	heal	medal	rain
bow	seller	heel	meddle	reign

Lesson 30.—*Dictation.*

I.

Where are you? Here I am.

Whose ring is this? It is Mr. Walton's.

There are two lead pencils here. One of their points is broken off. Whose are they? The teacher's, I think.

II.

"Oh, look!" said John; "whose knife is this?"

At whose store does your father buy his groceries? At Mr. Smith's, I think.

Which sounds better, "No, sir, I can't," or, "Yes, ma'am, I'll try"?

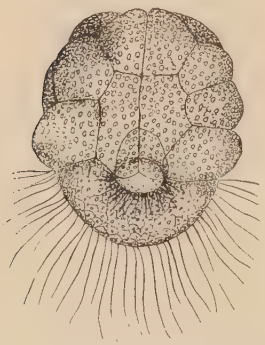
III.

In some countries the little spotted beetle called "lady-bird," is supposed to be a sign of good luck, and to indicate fair weather. In Germany the children throw this beetle into the air and exclaim:

"Lady-bird, lady-bird, fly away home;
Bring me good weather whenever you come."

INFORMATION LESSON.

Lesson 31.—*The Sponge.**



"The sponge is a real animal. Without eyes and without ears, the little animal feels its way about in the deep watery world by means of its hair legs. By and by it settles down on some hard substance on the bottom of the sea. There are, in some waters, animals and vegetables so small as to be seen only with the microscope. These are the food brought to the sponge by the waves. The floating food is carried through a large number of tubes or canals to all parts of the body.

"One way of getting sponges is by diving. The sponges are thrown into tanks of water, and decay soon begins. They are taken out and the soft parts removed from them. What remains is the skeleton, which is dried, and is ready for market. Did it occur to you that the sponge on your desk is a skeleton? The useful sponges come from the Mediterranean and Red seas, from the Florida Coast, and from the Bahama Islands."

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*To the Teacher.—There should be one or more conversation exercises before writing. Sponges should be brought into the class and examined. Children should be encouraged to consult elementary works on Natural History, and to gather such information as they can by their own efforts.

Lesson 32.*— *Write a brief description of articles on the breakfast table. Tell whether they are vegetable, animal, or mineral; where they come from; any fact you can concerning them; thus,*

Tea is a vegetable production. The best tea comes from China. It is the favorite drink of the Chinese.

Bread is a vegetable production. It is made of flour, and flour is made from grain, which grows in nearly all parts of the United States.

Lesson 33.— *Write what you have learned by reading and inquiry about:*

wool cotton linen silk leather

Make use of the following questions: Why is it a good material for dress? What articles of dress are made of it? From what is it obtained? How is it prepared for use?

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* To the Teacher.—Articles named should be made the basis of one or more conversation lessons.

STORIES FOR REPRODUCTION.

Lesson 34.—*A Respectful Boy.*

An old man entered a railroad car and was looking around for a seat. A boy ten or twelve years of age rose up and said, "Take my seat, sir."

The offer was accepted, and the infirm old man sat down. "Why did you give me your seat?" he inquired of the boy. "Because you are old, sir, and I am a boy!" was the reply.

Such thoughtfulness for others by young people, is a most winning trait of character.

Lesson 35.—*The Force of Habit.*

There was once a horse that used to pull around a sweep which lifted dirt from the depths of the earth. He was kept at the business for nearly twenty years, until he became too old for further use. So he was turned into a pasture and left to crop the grass without any one to disturb or bother him.

Every morning, after grazing a while, he would start on a tramp, going round and round in a circle, just as he had done for so many years. He would keep it up for hours, and people often stopped to look and wonder what made the old horse walk around in such a solemn way when there was no need of it. It was the force of habit.

The boy who forms bad or good habits in his youth, will be led by them when he becomes old, and will be miserable or happy accordingly.

Lesson 36.

a small, black horse	saddle
a black mane	stirrups
a long and flowing tail	not to go so fast at first

Who is this? What is he doing?

Tell the size and color of the horse. What kind of mane and tail has he?

On what is Robert sitting? Where are his feet? With what does he hold the reins of the bridle?

Where is Robert's father? What do you think he is telling Robert?

Write a description of the picture.

Lesson 37.—*Write a story of "Robert's Present."*

Did Robert's uncle make him a present of a horse on his last birthday? Was it a real live horse? Describe the mane and tail. What did Robert name him?

Did Robert have fine rides on Prince? Did he ride to school every day? In the evening did he ride down the lane under the apple-trees? Did he sometimes gallop off to see his cousin who lived a mile away? Did Prince trot very fast? Did Robert fall off? Did he hold on by the reins?

Was Robert kind to his horse? What did he give him to eat? Did Prince always have a nice, clean bed of straw to lie on?

INFORMATION LESSONS.

Lesson 38.—*The Fly.*

The fly is an insect. Its body is in three parts, head, thorax, and abdomen.

It has two large eyes, placed so that it can see all around it. On the thorax are two thin, delicate wings. When it flies they move so fast that they make a humming noise.

It has six legs, three on each side. Its feet are so made that it can climb a pane of glass, or walk on the ceiling of a room.

Compare the above with a fly. Write a description.

Lesson 39.—*Dictation.*

In winter, rabbits, squirrels, beavers, and other animals keep much of the time in holes in trees, or in the

earth. Some feed upon fruits, berries, nuts, and acorns, which they store up in the autumn, or upon the twigs and bark and roots of trees.

Where are the flies, wasps, butterflies, bees, and ants? Some are dead, others are hid away in the earth, under the bark of trees, in crevices in walls and roofs of houses.

Lesson 40.—*How the Spider Lives.*

See the spider in the center of the web it has spun. It is watching for its prey. Soon a fly dashes on the web. It pulls and flaps its wings, and struggles to get free. Out comes the spider from its hiding-place and bites and stings it. Perhaps it ties up its wings and legs, so that it can not move. When it is ready to dine, it will suck the soft juices from the body of the fly, and throw the rest from the web.

Study the above, then close your book and write it.

ANIMAL LESSONS.

Lesson 41.—*Conversation Exercise. The Lion.*

The largest and strongest animal of the cat family. From three to four feet high, from six to nine feet long. (Compare with objects in class-room.) Can knock a horse down with its paw, can carry an ox.

Eyes: draw diagrams, and thus lead children to see how pupils are enlarged when light is deficient. *Value of this? Teeth:* sharp, pointed; draw diagram to show how they curve backward. *Value of this? Tongue:* rough; show use in scraping flesh off bones. *Feet:* a soft, elastic pad under each toe. Show use when approaching its prey. *Claws:* strong, sharp, curved. (Illustrate.) Show use in seizing and holding its prey.

Write a description of the lion.

Lesson 42.—*Conversation Exercise. The Elephant.*

Size, eight to ten feet high; weight, three to five tons. (Illustrate.) What would such great weight of body require? Why are the elephant's legs thick? Why straight? (Illustrate.)

Requires much food. Where, then, should it live? In what kind of a country? It has a thick, tough skin. Of what advantage is this?

How do horses and cows reach their food? Why can they put their mouths to the ground? The elephant has a large, heavy head, with tusks weighing more than a hundred pounds. What *must* the neck be to support such great weight? What will its short neck prevent it from doing? How does it get food and water to its mouth?

Written Exercise.

What is the largest of all land animals? Describe its head, eyes, neck, ears, and legs.

What does it like to eat? What is used as a hand by the elephant? How does it take food and water into its mouth? What is used for attack or defense? What kind of a disposition has it? (Naturally docile, gentle.) If provoked? (Revengeful.)

In what way is it useful to man? (Beast of burden, ivory.)

Lesson 43.—*Conversation Exercise. The Camel.*

Where found? Describe the deserts. It takes long, fatiguing journeys in the deserts. *How is it fitted for these?*

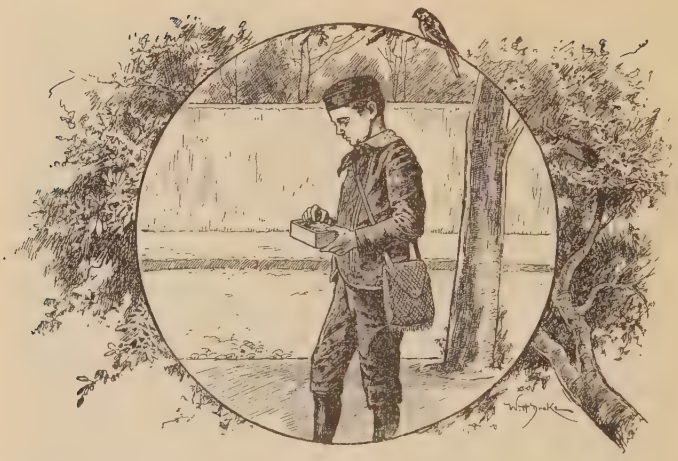
Hump on back: a fatty substance, decreases when food is scarce. *What may we infer from this?* (Compare with animals that sleep through the winter.) Can keep a supply of water in one of its stomachs till it is needed. *What is the value of this?* The foot has a *soft, elastic cushion* which allows it to spread. *What is the advantage of this?* The eyes *large*, with a *long upper eye-lash* as a protection. *Why? Pads* on breast and the joints of the limbs. *Advantage of these?*

Written Exercise.

Where is the home of the camel? Describe the head, eyes, and neck.

How can it live a long time without food? How provide against thirst in long desert journeys? What keeps him from sinking in the sandy ground? How are its eyes shielded from the glare of the burning sun? Why can the camel rest on its knees?

Sometimes called "Ship of the Desert." Why? For what is the milk and flesh used? The hair is made into what? What kind of disposition do you think the camel has?



Lesson 44.—*A Sparrow's Golden Carpet.*

The employes of the Philadelphia mint made friends with a little sparrow, and allowed it regularly to eat the crumbs left from their lunches. One day a little boy stole its nest. When he drew his hand from the box in which the nest was, he found on it a covering of shining yellow. On examining the box it was found to be carpeted with soft little pieces of gold.

The little bird, all unconsciously to itself, had carried away from the mint those particles in its feathers, and in making its toilet they were deposited in its home, until it had a golden carpet.

What useful lesson does this story teach? Do not young folks, like the sparrow, carry into their homes evidences of their associations away from home? What is the safe rule in regard to associates?

Write the story.

Lesson 45.—*The Boy and the Wolf.*

A boy, who watched his father's sheep, would for sport sometimes cry out, "A wolf! a wolf!" When the men came from their work to help him, the boy would laugh at them for their trouble.

But one day a wolf really came. The boy then cried out in earnest, "A wolf! a wolf! Do come and help me!" But the men thought he was only trying to deceive them, and they paid no attention to his cries. So the wolf killed nearly all the sheep.

What does this story teach?

Lesson 46.—*The Dandelion.*

"I wonder why nobody likes me," said a dandelion. "Every flower is liked better than I seem to be. I am left to grow alone. I wonder if anybody will ever care about me, or shall I shut up my leaves and die?"

"No, no, keep on hoping," said the gentle wind, which passed over it.

Just then a bee came buzzing through the long meadow grass. It rested on the yellow dandelion, and, finding some honey in its heart, said, "Beautiful flower! I am glad I have found you out."

The dandelion held up its golden face to the sun, and said, "I have not lived for nothing." We learn from this pretty story, that God has given to each of us the power of doing good to somebody.

Write the story.

Lesson 47.—*Description of the Picture.*

What does the picture represent? (Winter-scene.)

Are there any leaves on the trees? Any flowers in bloom? Where are the birds? What is falling through the air? What covers the ground and the branches of the trees? What is seen in the foreground? How is the little girl dressed? What is she doing? What are seen beside the path?

Is the scene beautiful? What thoughts does it suggest?

Lesson 48.—*Story seen in the Picture.*

Make a list of subjects for the picture; as, "The Snow Storm," "Winter," "A Winter Scene," "Lucy's Visit," "A Walk through the Snow," "The Coming of Winter." Choose the best of these and write a story.

Imagine Lucy sitting at the window, watching the large, white snow-flakes—becomes very lonesome, an only child—decides to visit her cousins—the precautions taken against the cold—the walk along the path through the wood—the thick flakes filling the air—the increasing depth of the snow—the wind roaring in the tops of the trees—the welcome at her cousins'—their sports in the snow—her return home.

Lesson 49.—*A Snow-Storm.*

Describe a snow-storm which you experienced yourself, or one of which you have read or heard.

Lesson 50.—*A Sleigh Ride.*

Who went with you? What kind of a day was it? Was the air bracing? What preparations did you make? Did you go very fast? Was it pleasant to hear the jingling of the sleigh-bells? Were not the trees and bushes white with snow? Were the ponds and streams covered with ice?

Did your fingers and toes become very cold at last? In spite of the cold, however, did you not enjoy the ride? Was it not pleasant to get back again near the warm fire at home?

Lesson 51.—*The Song of the Snow-flakes.*

Falling, falling, gently falling,
All the day and night,
Making for the pretty flowers
Blankets warm and white.

Shining, shining, brightly shining,
In the morning light,
Decking every tree with jewels,
Precious, pure, and bright.

Running, running, swiftly running,
When the warm winds blow,
Over fields of grass and flowers,
In pure streams we flow.

Praising, praising, ever praising
The dear God above,
In our coming, work, and beauty,
Showing you his love.

Explain the meaning of the following words, as used in the poem: *decking*, *jewels*, *precious*, *pure*.

What is meant by "blankets warm and white"?

Is the earth warmer with its snow covering than it would be without it?

Would not a great many plants die in winter if it were not for the snow?

What is meant by "decking every tree with jewels"?

What is meant by snow-flakes praising God?

How many stanzas in this poem?

Write five or more sentences about snow-flakes.

Lesson 52.—*The Wind and the Leaves.*

"Come, little leaves," said the wind one day.
"Come o'er the meadows with me, and play;
Put on your dress of red and gold,—
Summer is gone, and the days grow cold."

Soon as the leaves heard the wind's loud call,
Down they came fluttering, one and all;
Over the brown fields they danced and flew,
Singing the soft little songs they knew.

"Cricket, good-by, we've been friends so long;
Little brook, sing us your farewell song,—
Say you are sorry to see us go;
Ah! you will miss us, right well we know.

"Dear little lambs, in your fleecy fold,
Mother will keep you from harm and cold;
Fondly we've watched you in vale and glade;
Say, will you dream of our loving shade?"

Dancing and whirling, the little leaves went;
Winter had called them, and they were content.
Soon fast asleep in their earthy beds,
The snow laid a coverlet over their heads.

Write this story in your own words.

INFORMATION LESSONS

Lesson 53.—*The Ant.*

Get such information as you can from observation and from books before writing an account of the ant.

Ants are industrious insects, and skillful workers. They work all day, and, if need be, at night, too. They make roads, and in some cases arch them over with earth, forming covered ways. Their dwellings consist of a great many cells and galleries. Some ants make their walls, pillars, and arches of soft clay. Each ant brings in its mouth a morsel of clay and joins it to the rest, smoothing it with her paws and patting it with her forefeet. They carry their young from the upper to the lower chambers when it grows cold, and back again when the sun shines out.

Some species of ants go to war for the purpose of making prisoners. They invade a nest of other ants, carry off the young, and make slaves of them. These slaves build the nests, provide food, and feed the young.

Lesson 54.—*The Ants and the Grasshopper.*

A grasshopper sang all summer long. In the winter she was almost starved. Meeting some ants, she begged for a little food.

"What did you do all summer?" they asked.

"Why, I sang all day long," said the grasshopper.

"If you were foolish enough to sing all the summer, you must go hungry in the winter," said the ants.

Write the story of "The Ants and the Grasshopper."

OUTLINES FOR COMPOSITION.

Lesson 55.—*Spring.*

Walter went to the country in spring. What he saw: Birds building nests; young lambs, chickens; buds and flowers; grass; weather, mild and pleasant.

The farmers plowing, sowing, planting.

Apple-trees (peach, etc.), in bloom.

Lesson 56.—*Summer.*

Rachel went to the country in summer.

Weather, warm; roads, dusty; hay, mowed; wheat, cut; corn, tall; cherries and strawberries, picked. Apple-trees, loaded (peach, pear, plum). Lambs are grown large. Sheep and cattle lie in the shade.

When do you like to go to the country, in spring or in summer? Why?

Lesson 57.—*Autumn.*

Tell about a visit to the country in autumn.

Days, warm; nights, cool. Leaves are brown, red, etc.

Gather chestnuts, walnuts, apples.

Dig the potatoes. Pluck the ears of corn.

Why is autumn a pleasant season?

Lesson 58.—*Winter.*

Write about Laura's visit to the country in winter.

Cold; snow; few birds; no flowers; no leaves; wind whistles; sleigh-riding; skating.

The farmer feeds cows, sheep, chickens.

Boys and girls sit near the fire, read, study.

Lesson 59.—*Summer and Winter.*

Write carefully what you know about summer and winter, referring to the following items.

SUMMER.	WINTER.
warm	cold
rain, dew	snow, ice
flowers bloom, trees green	flowers dead, trees bare
fruits grow and ripen	fruits no longer weigh down branches
birds sing,	pretty singing birds gone.

Lesson 60.—*Rain and Snow.*

Write a composition using the following topics.

Water of brooks, ponds, in streets separated by the heat into parts so small and light that they rise; called *vapor;* all the time rising, though we can not see it; when near earth, called *fog;* when high above us, *clouds;* many little parts cling together and fall; called *rain;* vapor frozen before it forms into drops of water; called *snow;* lies on the earth a long time, keeps it from being frozen hard; melts in spring and fills the streams.

Lesson 61.—*Life on a Farm.*

Write a composition using the following topics.

Farmers busy; plowing corn; raking hay; farmer's wife among the milk-pans, bright as silver; children free from school, playing in garden; church bells; neighbors gather; talk about the corn, ripening grain, drought; autumn; husking corn; gathering fruit; cold evenings; around the fire.

Lesson 62.—*Corn.*

There is a plant you often see
In gardens and in fields;
Its stalk is straight, its leaves are long,
And precious fruit it yields.

The fruit, when young, is soft and white,
And closely wrapped in green;
And tassels hang from every ear,
Which children love to glean.

But when the tassels fade away,
The fruit is ripe and old;
It peeps from out the wrapping dry
Like beads of yellow gold.

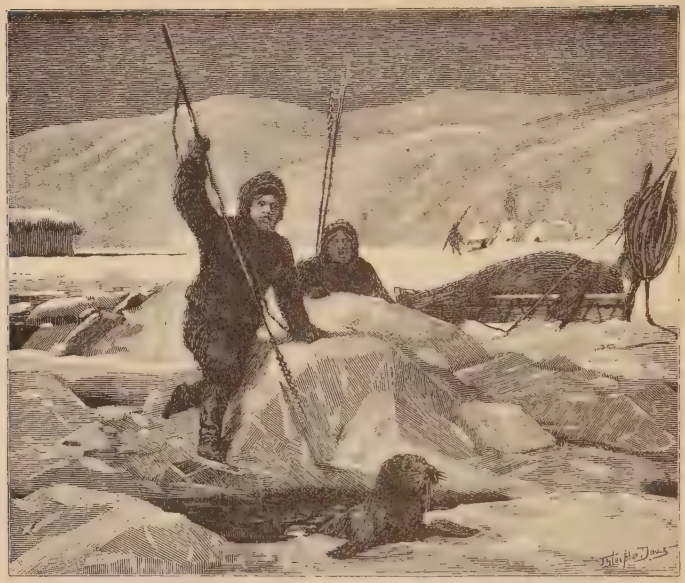
The fruit, when young, we boil and roast;
When old, we grind it well.
Now, think of all the plants you know,
And try its name to tell.

Where does corn grow? Why is it called Indian corn? Is it not because the American Indians were the first to raise it? How did they prepare it for food?

Describe the stalk and leaves. Describe the corn when young. How do we know when it is ripe?

Of what use is it when young? Of what use is it when old? Is it not used as food for horses, pigs, and other animals? Is not pop-corn the delight of long winter evenings? What are made from the juice of the stalk? For what are corn husks largely used?

Write a composition on "Corn."



Lesson 63.—*Conversation Exercise.*

You will find the information necessary in answering the following questions in your geography, and in books containing accounts of adventures in the Arctic regions.

Imagine yourselves in the Arctic regions, and write at least two letters embodying what you have learned.

What are the natives called? How do they look? How are they dressed? Tell about their houses. Esquimaux invited you to dine. What you had to eat. Occupations of the natives. How they travel. Plants and trees you have seen. Compare polar and tropical plants, and speak of effect of latitude on vegetation. Tell what you have learned about the eider duck, polar bear, and seal.

Lesson 64.—*My Vacation.**

Where did you go? to see whom? who were with you?

What towns did you pass through? What did you see on the way? What were the people doing whom you saw? Who met you at the station?

Tell some things you did at the place visited. How long did you stay? When did you return home?

Lesson 65.—*A Picnic.*

Recall the last picnic you attended. Then write about it, following the outline given below.

Time and place; who were to go.

Preparation; the packing of the baskets.

Kind of day; ride or walk; what happened by the way; time of arrival.

The grounds, situation, size, shade, water.

How the various groups occupied themselves before dinner.

Search for a pleasant dining place; under the trees; the kind of dining-room which these form; the unpacking of the baskets; the party at dinner.

How the afternoon was spent.

The return; time, incidents.

To the Teacher.—Converse with the children about their visits or excursions before requiring the written exercise. Let each think of some particular one which was interesting to him. When the pupils are full of the matter, composition will come readily.

Lesson 66.—*A Babbling Brook.*

Imagine a pretty little brook winding about among the meadows and through the woods.

Tell where it starts from. What it finds in its way, and why it is so crooked.

What flowers grow upon its banks. What it does for the flowers and grass near its edge.

Tell about a big shady pool in one place, and what lives there. Tell about a shallow place where the sun shines on it; about the stones at the bottom.

Tell how people cross it; what certain animals do when they come to it.

What makes it grow larger. Where it finally goes.

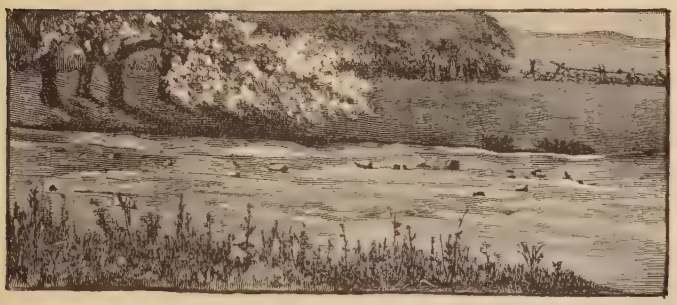
Lesson 67.—*The Bird's Nest.*

What birds built their nest? where? when? Of what did they make the outside? With what did they line the inside? Where did they get the rough sticks, leaves, and soft hair?

How long before an egg was found in the nest? What color was the egg? How many eggs were laid in the nest? Which one of the birds began sitting on the eggs? What did her mate do while she was sitting?

How did the father bird act when the little birds were hatched? What did the mother bird do? How did the birds feel when any one went near the nest? How did they show their distress?

How long before the young birds were able to fly? Who taught them how to fly? How did she do this?



Lesson 68.—*The Brook and the Wave.*

The brooklet came from the mountain,
As sang the bard of old,
Running with feet of silver
Over the sands of gold!

Far away in the briny ocean
There rolled a turbulent wave,
Now singing along the sea-beach,
Now howling along the cave.

And the brooklet has found the billow,
Though they flowed so far apart,
And has filled with its freshness and sweetness
That turbulent, bitter heart!

See how much you can learn from the foregoing beautiful poem. Explain the third and fourth lines of the first stanza. Why is the wave described as "turbulent"? Can a wave sing? What do you think the second stanza means? The third stanza? When the meaning is well understood, commit the poem to memory.

LETTER-WRITING AND BUSINESS FORMS.

Lesson 69.—Boys and girls should learn to write business letters or letters of friendship neatly, without blots, with correct spelling, with proper use of capitals and punctuation marks, and in language which expresses the thoughts clearly.

Study carefully each of the five parts of a letter,—the *heading*, *address*, *body* of the letter, *close*, and *signature*. Give close attention to the position of each part, and use capitals and punctuation marks where needed.

FORMS.

241 Sixth Av., New York City,
Sept. 9, 1890.

Messrs. J. J. Adams & Co.,
Springfield, Ill.

Gentlemen:—

My parents wish me to apply for the position which you advertise in to-day's *Tribune*.

I am thirteen years old, and have just been promoted from the ..... School. My health is good and I am strong for my age.

My teacher, Mr. Foster, has kindly given me a letter of recommendation, which I inclose. The Rev. J. M. Powers, also, whose Sunday School I attend, permits me to refer to him for a testimonial of character.

Hoping you will give me a trial, I am,

Yours respectfully,

Homer Rogers.

CINCINNATI,
Aug. 5, 1890.

Dear Frank:—

This note will introduce my friend Harry Elmore, of whom you have often heard me speak. He is off on a brief holiday, and is desirous of visiting points of interest in your city.

For any attention that you may show him during his short stay in your city, I shall be very grateful.

Your friend,
CHARLES BROOKS.

P. O. Box 1925,
ST. LOUIS, MO.,
Oct. 20, 1890.

D. LOTHROP CO.
BOSTON, MASS.

Dear Sirs:—

Inclosed find $2.00, for which please send *Wide Awake* for one year, beginning with the number for January, 1891.

Truly yours,
WALTER HOWARD.

NOTE OF INVITATION.

Miss Abba Wright requests the pleasure of Miss Helen Stewart's company next Wednesday evening at half-past eight o'clock.

14 Clifton Av., Dec. 15.

AN ACCEPTANCE.

Miss Helen Stewart accepts, with pleasure, Miss Abba Wright's invitation for Wednesday evening next.

16 St. James Square, Dec. 16.

A REGRET.

Miss Helen Stewart regrets that the serious illness of her brother prevents the acceptance of Miss Abba Wright's kind invitation for Wednesday evening next.

Norwood, Dec. 16.

A PROMISSORY NOTE.

$1400\frac{25}{100}$. NEW YORK, *Aug.* 19, 1890.

Thirty days after date I promise to pay Jas. S. Rankin & Co., or order, One Thousand Four Hundred $\frac{25}{100}$ Dollars, with interest at seven per cent. Value received.

GEO. R. BROWN.

A RECEIPT.

BUFFALO, N. Y., *Oct.* 1, 1890.

Received of Samuel Black Twenty-five Dollars for one month's rent of house on Walnut St., to date.

$25.00. JACOB LANGDON.

A BILL.

RICHMOND, VA., *Sept.* 16, 1890.

MR. WM. JONES,

To MISS ELLA WILSON, *Dr.*

12 Music Lessons to Daughter.	$15.00
6 Lessons in Elocution.	6.00
	$21.00

Received payment,

ELLA WILSON.

EXERCISES IN LETTER-WRITING.

Lesson 70.

1. Write a letter to one of your playmates. Tell about something you have at home—dog, squirrel, garden. Invite him to come to see it.

2. Write to your cousin, who lives in Charleston, S. C., describing your school-room; in what part of the building; size and shape; number and position of doors, windows; seats, number; blackboards, decorations.

3. Elsie Marshall, of 247 St. James Place, San Francisco, has received an Angora kitten from her friend, Grace Earl, of Washington, D. C.

Write Elsie's letter. Acknowledge the gift, tell how pleased she is with its antics, etc.

4. Harry Smith, of 19 Wesley Av., Chicago, has received a young Newfoundland dog from his friend, Walter Mason, who lives in Peoria, Ill.

Write Harry's letter acknowledging the gift.

5. Cora Wilson is making up a party to spend the day in the woods on Wednesday next. Would like to have Alice Brown go with them. Cora tells Alice how to meet the company; requests her to bring some of those excellent pies her mother bakes. Write Cora's letter.

6. Alice accepts the invitation; will add two cakes of her own baking to the pies, and thinks she can promise a basket of ripe cherries. Write Alice's letter.

7. Alice leaves on Monday morning with her parents for some summer resort, so can not accept.

Write such a letter as you think Alice wrote.

8. Henry Conway, who lives in Richmond, Va., incloses $1.75 to ...., publishers of *Youth's Companion*, as the subscription price of that magazine for a year. Write his letter.

9. Wanted.—A boy in a grocery store to learn the business. Address Jones Brothers, 267 Water St., stating age, qualifications, and references.

Albert Werner, who lives in Columbus, O., answers this advertisement. Write his letter.

10. Suppose you are spending the winter at Jacksonville, Fla. Write a letter to a friend at home, following these hints: Trip on the St. John's River; fishing and gunning; how climate and vegetation differ from that at home; oranges; visit to the old Spanish city of St. Augustine.

11. *Write a letter in reply to one received. Use this outline.*

1. Acknowledge the receipt of the letter.
2. Answer any questions asked.
3. Give any information that may be of interest.
4. Send messages to mutual friends; express kind wishes for the friend addressed.

12. *Imagine yourself spending your vacation at a farm. Write a letter to some one at home.*

Tell what the people do—plow corn, make hay, cut wheat. The sheep and cattle lie in the shade; the horses, pigs, chickens. The meadows, orchards, etc. How you spend your time—riding, playing, working.

S0-CJD-212